

## AMP Subcommittee 4: Infrastructure and Resources

### Charge

The Infrastructure and Resources Subcommittee is charged with preparing responses to the following questions: How do we assess and articulate the resource requirements of the AMP? How do we align our physical and financial resources to support the AMP? What are the barriers that may impede the campus from delivering adequate physical and financial resources to sustain the AMP, and how do we address them? What policies/procedures/practices/facilities would we need to have/change/adjust/modify to support/maintain/sustain the AMP? How can we respond to budget challenges?

### Members

NAME	DIVISION / COLLEGE	ROLE
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Mark Stohs	Finance (MCBE)	Co-Chair-Subcommittee, Steering Committee
Pat Balderas	Humanities & Social Sciences (HSS)	Subcommittee member
Erica Bowers	Education (EDUC)	Subcommittee member, Chair PRBC, Steering Committee
Carol Creighton	Extended Education (UEE)	Subcommittee member
Peter de Lijser	Natural Sciences & Mathematics (NSM)	Subcommittee member
Mike DeMars	Library (UL)	Subcommittee member
Dave Edwards	Associated Students (ASI)	Subcommittee member
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Matt Jarvis	Humanities & Social Sciences (HSS)	Subcommittee member
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Sora Tanjasiri	Health & Human Development (HHD)	Subcommittee member
May Wong	Administration & Finance (A&F)	Coordinator
Steven Chan	Extended Education (UEE)	Consultant
Laleh Graylee	Administration & Finance (A&F)	Consultant
Lisa Kopecky	Academic Affairs (AA)	Consultant
Berhanu Tadesse	Information Technology (IT)	Consultant
Jeanne Tran	Government & Community Relations (UA)	Consultant
Willem van der Pol	Administration & Finance (A&F)	Consultant

## Preamble/Framing

Analyzing the physical and financial resources to support the AMP presupposes that the AMP is already fully developed and functioning as the guide for the future of the University. In this respect, this analysis is the last logical step in the implementation of the AMP. However, any serious plan for changing or creating academic units would naturally include careful consideration of such resources at the very beginning.

The AMP does not necessarily aim to change the University's "normal operations." However, as the primary goal of the AMP is for the University to become forward-looking, "normal operations" may need to be adjusted as a result.

## Question 1: How do we assess and articulate the resource requirements of the AMP?

### Q1.1. Guiding Principles

Guiding principles could include, but are not limited to: methodologies for evaluating the costs of different budget categories such as staff, faculty FTE, and O&E; whether or not there would be differential methods to reflect natural cost differences among programs; and various benchmarks for a test of reasonableness. Other notes:

- Should capture full costs of the programs including indirect costs and those that are commonly covered at the campus level such as employee benefits.
- The need for resources should be analyzed with an eye towards what funding should be, rather than what funding currently is so that full baseline requirements could be identified to ensure appropriate consideration is given when deliberating or making decisions on the budgets.
- Campus units or subject matter experts directly responsible for the academic plans should be involved in the budget development taking into account both the short- and long-term goals of the AMP activity.

When multiple units are involved, processes should be utilized depending on the organizational structure and impact of the programs.

- For example, to the extent that primary and secondary units are contained within existing academic structures (e.g., mainly within one college), the resource identification process can involve just these entities in estimating the budget and space needs and opportunities to support the AMP effort.
- On the other hand, to the extent that primary and secondary units are relatively large in number, and the AMP efforts are more campus-wide than college-specific, the AMP should involve established entities with budget/resource responsibilities across campus, including the Academic Senate (for vetting of AMP-related proposals that require campus-wide approval); the Office of the Provost, the Vice President for Administration and Finance Office (for detailed resource planning and analysis); and the Planning, Resource, and Budget Committee (PRBC) (for broad resource planning and prioritization need).

Assessing resource requirements should incorporate benchmarks and outcome measures such as those in the anticipated performance-based funding model.

## Question 2: How Do We Align Our Physical and Financial Resources to Support the AMP?

### Q2.1. Alignment of Physical and Financial Resources

A fundamental recommendation is for CSUF to leverage the use of relevant data in making decisions about:

- **Physical Resources:** Provide details about existing buildings/facilities, using a Space Allocation Model including such information as total square feet, uses of building or space, total usable space devoted to instructional purposes, CSU Space Standards, comparisons of physical usage at CSUF to national averages, efficiencies for space usage.
- **Financial Resources:** Provide details about all financial resources, including the total annual budget, all sources of funding, all uses for each source of funding, an itemized list providing authority for the sources and the uses of all funds.
- **Human Resources Data:** This data directly affects both physical and financial resources. The human resources data would include staffing formulas across all positions on campus.
- **Information Technology:** AMP needs to create a technology infrastructure resources allocation methodology that helps to design, fund, acquire, and maintain infrastructure that can accommodate current and future administrative and academic technological computing needs of the university.

### Q2.2. General Approach for Creating Five-Year AMP: Physical and Financial Resources *Procedural Guidelines*

Procedural guidelines include those suggestions or principals which should guide all elements of the physical and financial resources elements of the AMP. They include the following:

- Having a “home” for each college, as well as “common/shared spaces” for colleges, PT faculty, etc.
- A centralized (computer-based) scheduling of classes and all campus space.
- A space analysis using a well–designed Space Allocation Model.
- **FTES-based needs** presumably guide most planning into the future. This approach is easy to measure and understand, including relationships to faculty office space (FT & PT), general classroom, equipped teaching classroom, teaching lab, and other facility usage as deemed necessary.
- **Performance-based needs** may guide significant elements of the AMP. However, given that such needs may be difficult to measure and justify, such needs should drive the AMP only when the needs are clearly agreed upon by those who implement the AMP. Such needs may include areas related to research & other important activities.
- High-priority areas/units should be identified.
- Consideration of classroom availability.
- Compliance of CSU space standards.
- Student financial resources (e.g., use and pricing of textbooks).
- Space allocation for students (e.g., student clubs and areas for socializing).

### *Practical Recommendations*

Practical recommendations are divided into three parts: (a) re–aligning the current situation, (b) planning for growth, and (c) planning for stability.

- Re-align current situation: This is with respect to both space allocation and the distribution of financial resources. This, naturally, depends upon having an accurate inventory of the resources on hand. The goal of this step is to increase the efficiency of use of all campus resources; and to re-balance resources which are not aligned correctly.
- Develop a plan for growth: If growth, for example, is expected to be 17% within the next five years, then a well-developed plan will enable all members of the University community to understand decisions which are or will be made.
- Develop a plan for stability: Growth will almost never occur “as planned.” CSUF will always have to take account of actual student growth (in given academic areas and/or units) versus what the University “expects or plans” to occur. When the differences between the planned vs. actual growth become apparent, the University should have a plan for how to “re-adjust.”

### **Question 3: What Barriers May Impede the Campus From Delivering Adequate Physical and Financial Resources to Sustain the AMP, and How Do We Address Them?**

#### **Q3.1. Physical Considerations**

##### ***Barriers/Issues***

- Not enough research and office space to accommodate FT and PT faculty hires.
- Growing demand for flexible space to accommodate evolving external research work.
- Growing requests for more student success/advising spaces.
- Requests for more flexible classrooms to accommodate supplemental instruction, advising training, larger classes; and more labs.
- Growing demand for student-centered spaces.
- Need surge space to accommodate big moves, renovations, and strategic priorities.
- Insufficient meeting and special events space.

##### ***Solutions***

- Maximize utilization of classroom spaces using timely, transparent, and accurate space utilization data.
- Revisit University scheduling patterns and formats to ensure optimum utilization of space.
- Determine priority and improve communication and planning for research, lab, classroom, student service, and support spaces and maintenance (lab equipment) of those.
- The campus master plan needs to be updated.

#### **Q3.2. Financial Resources**

##### ***Barriers/Issues***

- Insufficient funds to cover existing staff salaries and insufficient number of staff to accommodate current workloads.
- Insufficient materials & supplies (OE&E) funds.
- Limited and/or sporadic funding for space improvements/capital projects.
- No computer lab and/or specialized equipment funding.

- Limited funds for new or strategic initiatives.

**Solutions**

- Consider operational/financial impacts when determining strategic directions and possible conflicts of new initiatives, noting that potential solutions should be financially sustainable over time.
- Reassess graduate programs to determine appropriate level of support required.
- Evaluate facility needs, including deferred maintenance plans, to consider safety, practical and effective usage.
- Ensure financial resources are expended effectively and efficiently; conduct appropriate analyses such as cost benefits and return on investment as appropriate prior to making financial commitments and decisions (e.g., consultants versus using the expertise of campus personnel).

**Questions 4 & 5: Possible Ways to Respond to Challenges and How the Budget is Impacted by These?** *(What policies/procedures/practices/facilities would we need to have/change/adjust/modify to support/maintain/sustain the AMP? How can we respond to budget challenges?)*

**Q4.1. Committee**

A designated committee focused on budget and facilities shall conduct campus-wide surveys from campus constituents to assess urgent and current struggling issues for implementation of the AMP, with a focus on student success. Through an official review/approval process, this committee will make recommendations to devote CSUF resources to projects approved by the AMP. If necessary, an official decision-making procedure needs to be developed. To support the approved projects, funding sources should be diversified (not only from state budget).